

## REDLINE VERSION

Ad Hoc Meeting 11.3.10

Updated with new CEC (2012) Guidelines and Indicators (Draft, 2013) 2.14.13

Draft #3 – 6.20.13

Draft #4 – 7.15.13

# Special Education – Deaf or Hard of Hearing Education ~~/Subject~~ Endorsement Guidelines To Accompany Rule 24 (Adopted by the State Board of Education on \_\_\_\_\_ **11/07/03**)

## 006.60 Special Education – Deaf or Hard of Hearing Education ~~/Subject~~

006.60A Grade Levels: ~~Birth through age 21, Birth – Grade 3, K-6, 7-12 or K-12 PK-3, K-9, 7-12, K-12, or PK-12 dependent on other certification.~~

006.60B Endorsement Type: Subject

006.60C Persons with this endorsement may teach, ~~consult, or provide services for children with hearing impairments from birth through age 21. This included deafness, hard of hearing, and hearing impairment associated with other disabilities. students who are deaf or hard of hearing at one of the following levels: Pre-kindergarten through grade 3, K-9, 7-12, K-12, or Pre-kindergarten through grade 12.~~

006.60D Certification Endorsement Requirements: This endorsement shall require an applicant to hold, or earn concurrently, ~~a regular teaching certificate with~~ a subject or field endorsement and earn a minimum of ~~36~~ 30 semester hours in special education courses, including ~~12~~ six (6) semester hours in general special education and 24 semester hours in the education of children who are deaf, ~~or~~ hard of hearing, ~~or deaf-blind.~~

006.60E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

## **THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution ~~must provide should prepare prospective teachers~~ Special Education-Deaf and Hard of Hearing Education candidates for teachers of students who are deaf, ~~or~~ hard of hearing, ~~or deaf-blind with opportunities~~ to: demonstrate the dispositions and competencies required by the

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following guidelines, based on the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards (2012) and the CEC Deaf and Hard of Hearing Initial Specialty Set (2013 Draft).

## Standard 1. Learner Development and Individual Learning Differences

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand how hearing impairments may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with hearing impairments.

Element 1.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand how language, culture, and family background influence the learning of individuals with hearing impairments.

Element 1.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use understanding of development and individual differences to respond to the needs of individuals with hearing impairments.

Indicators include, but are not limited to:

(DHH1K1) Cognitive and language development of individuals who are deaf, hard of hearing, or deaf-blind.

(DHH1K2) Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of individuals who are deaf, hard of hearing, or deaf-blind.

(DHH6K7) Etiologies of hearing loss that can result in additional disabilities.

(DHH1K3) Influence of experience and educational placement on all developmental domains.

(Add) Impact of language in learning content areas.

(DHH1K4) Influence of cultural identity and language on all developmental domains.

(DHH1K5) Components of linguistic and non-linguistic communication.

(DHH1K6) Importance of early intervention to language development.

(DHH1K7) Effects of sensory input on the development of language and learning.

(DHH1K8) Spoken and visual communication modes, and

(DHH1K9) Current theories of the development of spoken language and signed languages.

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### Standard 2. Learning Environments

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Element 2.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind, through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with hearing impairments in meaningful learning activities and social interactions.

Element 2.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use motivational and instructional interventions to teach individuals with hearing impairments how to adapt to different environments.

Element 2.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind know how to intervene safely and appropriately with individuals with hearing impairments in crisis.

Indicators include, but are not limited to:

(DHH2K1) Influence of family communication and culture on all developmental domains.

(DHH2S1) Provide ongoing opportunities for interactions between individuals who are deaf, hard of hearing, or deaf-blind with peers and role models who are deaf, hard of hearing, or deaf-blind.

(DHH2S2) Provide access to incidental language experiences.

(Add) Provide opportunities to communicate directly with peers and staff.

(DHH2S3) Prepare individuals who are deaf, hard of hearing, or deaf-blind to use interpreters.

(DHH2S4) Manage assistive technology for individuals who are deaf, hard of Hearing, or deaf-blind, and

(DHH2S5) Design a classroom environment that maximizes opportunities for visual and/or auditory learning, meets developmental and learning needs, and provide input to classroom teaching regarding their classroom environment.

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### Standard 3. Curricular Content Knowledge

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use knowledge of general and specialized curricula to individualize learning for individuals with hearing impairments.

Element 3.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with hearing impairments.

Element 3.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with hearing impairments.

Element 3.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind modify general and specialized curricula to make them accessible to individuals with hearing impairments.

Indicators include, but are not limited to:

(DHH3S1) Plan and implement transitions specific to individuals who are deaf, hard of hearing, or deaf-blind across service continuums, and

(DHH3S2) Integrate language instruction into academic areas.

### Standard 4. Assessment

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use multiple methods of assessment and data-sources in making educational decisions.

Element 4.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind select and use technically sound formal and informal assessments that minimize bias.

Element 4.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.

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Element 4.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with hearing impairments.

Element 4.4 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind engage individuals with hearing impairments to work toward quality learning and performance and provide feedback to guide them.

Indicators include, but are not limited to:

(DHH4K1) Specialized terminology used in assessing individuals who are deaf, hard of hearing or deaf-blind.

(DHH4S1) Administer assessment tools using the individuals preferred mode and language of communication, including ecological assessments.

(DHH4S2) Develop specialized assessment procedures that allow for alternative forms of expression, and

(DHH4S3) Collect and analyze spoken, signed, or written communication samples.

### Standard 5. Instructional Planning and Strategies.

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with hearing impairments.

Element 5.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with hearing impairments.

Element 5.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use technologies to support instructional assessment, planning, and delivery for individuals with hearing impairments.

Element 5.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with hearing impairments.

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- Element 5.4 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use strategies to enhance language development and communication skills of individuals with hearing impairments.
- Element 5.5 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind develop and implement a variety of education and transition plans for individuals with hearing impairments across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- Element 5.6 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind teach to mastery and promote generalization of learning.
- Element 5.7 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with hearing impairments.
- Indicators include, but are not limited to:
- (DHH5K1) Visual tools and organizers that support content mastery and retention by individuals who are deaf, hard of hearing, or deaf-blind.
- (DHH5S1) Apply strategies to facilitate cognitive and communicative development.
- (DHH5S2) Implement strategies for stimulating and using residual hearing.
- (DHH5S3) Facilitate independent communication in all contexts.
- (DHH5S4) Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.
- (DHH5S5) Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf, hard of hearing, or deaf-blind.
- (DHH5S6) Develop successful inclusion experiences.
- (DHH5S7) Develop proficiency in the languages used to teach individuals who are deaf, hard of hearing, or deaf-blind.
- (DHH5S8) Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the American Sign Language (ASL).

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- (DHH5S9) Apply first and second language teaching strategies to the instruction of the individual.
- (DHH5S10) Provide balance among explicit instruction, guided instruction, peer learning, and reflection, and
- (Add) Foster the development of critical thinking skills.

### **Standard 6. Professional Learning and Ethical Practice**

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use foundational knowledge of the field and their professional Ethical Principles and Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

- Element 6.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use professional Ethical Principles and Professional Practice Standards to guide their practice.
- Element 6.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand how foundational knowledge and current issues influence professional practice.
- Element 6.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- Element 6.4 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand the significance of lifelong learning and participate in professional activities and learning communities.
- Element 6.5 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind advance the profession by engaging in activities such as advocacy and mentoring.
- Element 6.6 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind provide guidance and direction to paraeducators, tutors, and volunteers.

Indicators include, but are not limited to:

- (DHH6K1) Model programs for individuals who are deaf, hard of hearing, or deaf-blind.
- (DHH6K2) Roles and responsibilities of teachers and support personnel (i.e. Speech-Language Pathologists, Audiologists, Interpreters, etc.) in



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- educational practice for individuals who are deaf, hard of hearing, or deaf-blind.
- (DHH6K3) Professional resources relevant to the field of education of individuals who are deaf, hard of hearing, or deaf-blind.
- (DHH6K4) Knowledge of professional organizations in the field of deaf and deaf-blind education.
- (DHH6K5) Incidence and prevalence figures for individuals who are deaf, hard of hearing, or deaf-blind.
- (DHH6K6) Sociocultural, historical, and political forces unique to deaf and deaf-blind education.
- (DHH6S1) Communicate proficiently in spoken language and/or American Sign Language (ASL).
- (DHH6S2) Increase proficiency and sustain a life-long commitment to maintaining instructional competence.
- (DHH6S3) Explain historical foundations and research evidence upon which education of the deaf, hard of hearing, and deaf-blind is based, and
- (DHH6S4) Develop and enrich cultural competence relative to the Deaf and Deaf-blind community.

### Standard 7. Collaboration

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind collaborate with families, other educators, related service providers, individuals with hearing impairments, and personnel from community agencies in culturally responsive ways to address the needs of individuals with hearing impairments across a range of learning experiences.

- Element 7.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use the theory and elements of effective collaboration.
- Element 7.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind serve as a collaborative resource to colleagues.
- Element 7.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use collaboration to promote the well-being of individuals with hearing impairments across a wide range of settings and collaborators.

Indicators include, but are not limited to:

- (DHH7K1) Services, organizations, and networks that support individuals who



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(DHH7S1) are deaf, hard of hearing, or deaf-blind, and  
Provide families with support to make informed choices regarding  
communication modes, philosophies, and educational options.

~~Through the courses identified in its plan, the institution should prepare prospective teachers of students who are deaf or hard of hearing to:~~

~~A. Demonstrate knowledge, understanding, and an application of the philosophical, historical, and legal foundations of special education related to students who are deaf or hard of hearing, including being able to:~~

- ~~1. State current educational definitions of students with hearing loss, including identification criteria, labeling issues, and current incidence and prevalence;~~
- ~~2. Identify models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practice(s) and which are consistent with program philosophy;~~
- ~~3. Describe variations in beliefs, traditions, and values across cultures and within society, and the effect of the relationships among students, their families, and schooling;~~
- ~~4. Describe issues in definition and identification procedures (e.g., cultural versus medical perspective);~~
- ~~5. Describe rights and responsibilities (e.g., Deaf Children's Bill of Rights) of parents, students, teachers, and schools;~~
- ~~6. Explain the impact of various educational placement options (from the perspective of the needs of any given student who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social-emotional development;~~
- ~~7. Articulate the pros and cons of current issues and trends in special education and the field of education of students who are deaf or hard of hearing; and~~
- ~~8. Identify the major contributors to the growth and improvement of knowledge and practice in the field of education of students who are deaf or hard of hearing.~~

~~B. Demonstrate knowledge and an understanding of the characteristics of students who are deaf or hard of hearing, including being able to:~~

- ~~1. Explain communication features (visual, spatial, tactile, and/or auditory) that are necessary to enhance cognitive, emotional, and social development;~~
- ~~2. Evaluate research in cognition related to students who are deaf or hard of hearing;~~
- ~~3. Describe the cultural dimensions that being deaf or hard of hearing may add to the life of students;~~

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- ~~4. Identify various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences;~~
- ~~5. Explain the effects of families and/or primary care-givers on the overall development of the student;~~
- ~~6. Describe the effects that onset of hearing loss, age of identification, and provision of services have on the development of the student;~~
- ~~7. Explain the impact of early comprehensible communication on the development of the student;~~
- ~~8. Describe the importance of actions that reflect the knowledge that being deaf or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability;~~
- ~~9. Describe the differences in quality and quantity of incidental language/learning experiences that students may experience; and~~
- ~~10. Describe the effects of sensory input on the development of language and cognition.~~

~~C. Demonstrate knowledge, understanding and application of assessment, diagnosis, and evaluation instruments and techniques related to students who are deaf or hard of hearing, including being able to:~~

- ~~1. Use the specialized terminology;~~
- ~~2. Describe the components of an adequate evaluation for eligibility placement and program planning (e.g., interpreters, special tests);~~
- ~~3. Identify the legal provisions, regulations and guidelines regarding unbiased diagnostic assessment, and use of instructional assessment measures;~~
- ~~4. Describe special policies regarding referral and placement procedures (e.g., *Federal Policy Guidance*, October 30, 1993);~~
- ~~5. Administer appropriate assessment tools utilizing the natural/native/preferred language of the student;~~
- ~~6. Gather and analyze communication samples from students, including nonverbal as well as linguistic acts; and~~
- ~~7. Use exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FSST).~~

~~D. Demonstrate knowledge, understanding, and application of appropriate instruction as it relates to students who are deaf or hard of hearing, including being able to:~~

- ~~1. Identify sources of specialized materials;~~
- ~~2. Explain the components of the nonlinguistic and linguistic communication that students use;~~

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- ~~3. Specify the procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (consistent with program philosophy);~~
  - ~~4. Summarize and discuss issues related to American Sign Language (ASL) and other communication modes;~~
  - ~~5. Describe current theories of how languages (e.g., ASL and English) develop in both students who are hearing and those who are deaf or hard of hearing;~~
  - ~~6. Describe the subject matter and practices used in general education across content areas;~~
  - ~~7. Explain ways to facilitate cognitive and communicative development (e.g., visual saliency) which are consistent with the program philosophy;~~
  - ~~8. Explain techniques of stimulation and utilization of residual hearing and which are consistent with program philosophy;~~
  - ~~9. Evaluate research-supported instructional strategies and practices;~~
  - ~~10. Demonstrate proficiency in the language(s) the beginning teacher will use to instruct students who are deaf or hard of hearing;~~
  - ~~11. Demonstrate the basic characteristics of various existing communication modes;~~
  - ~~12. Select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral);~~
  - ~~13. Infuse speech skills into academic areas as consistent with the mode of philosophy espoused and the ability of the student;~~
  - ~~14. Modify the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the student (e.g., teacher's style, acoustic environment, availability of support services, availability of appropriate technologies);~~
  - ~~15. Facilitate independent communication behavior;~~
  - ~~16. Apply first and second language teaching strategies (e.g., English through ASL or ESL) appropriate to the needs of the student and which is consistent with the program philosophy;~~
  - ~~17. Modify incidental language experiences to fit the visual and other sensory needs; and~~
  - ~~18. Provide appropriate activities which promote literacy in English and/or ASL.~~
- ~~E. Demonstrate knowledge, understanding, and an application of planning and management techniques for the creation of the learning environment and the~~

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~~teaching of students who are deaf or hard of hearing, including being able to:~~

- ~~1. Appraise deaf cultural factors that may influence classroom management;~~
- ~~2. Describe model programs, including career/vocational and transition;~~
- ~~3. Manage assistive/augmentative devices appropriate for use in learning environments;~~
- ~~4. Select, adapt, and implement classroom management strategies that reflect an understanding of each student's cultural needs, including primarily visual deaf culture where appropriate;~~
- ~~5. Design a classroom environment that maximizes opportunities for visually oriented and/or auditory learning; and~~
- ~~6. Plan and implement instruction for students who have multiple disabilities and special needs.~~

~~F. Demonstrate knowledge, understanding, and application of techniques for managing student behavior and development of social interaction skills in students who are deaf or hard of hearing, including being able to:~~

- ~~1. Describe processes for establishing ongoing interactions of students with peers and role models;~~
- ~~2. Describe opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, state, and national levels; and,~~
- ~~3. Prepare students for appropriate use of interpreters.~~

~~G. Demonstrate knowledge, understanding, and application of communication skills and collaborative partnership strategies related to the education of students who are deaf or hard of hearing, including being able to:~~

- ~~1. Identify available resources to help parents deal with their concerns regarding educational options and communication modes/philosophies;~~
- ~~2. Explain the roles and responsibilities of teachers and support personnel (e.g., educational interpreters, tutors, and note-takers);~~
- ~~3. Describe the effects of communication on the development of family relationships and strategies used to facilitate communication in families;~~
- ~~4. Identify services provided by governmental and non-governmental agencies or individuals;~~
- ~~5. Teach students to use support personnel effectively (e.g., educational interpreters, tutors, and note-takers);~~
- ~~6. Facilitate communication between a student and his/her family and/or other care-givers;~~
- ~~7. Facilitate coordination of support personnel (e.g., interpreters) to meet the diverse~~

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~~communication needs of the student and his/her primary care-givers; and~~

~~8. Demonstrate an understanding of the principles of family centered practices.~~

~~H. Demonstrate knowledge, understanding, and application of professionalism and ethical practices related to the education of students who are deaf or hard of hearing, including being able to:~~

~~1. Identify processes for acquiring additional skills related to the education of students who are deaf or hard of hearing;~~

~~2. Describe relevant consumer and professional organizations, publications, and journals;~~

~~3. Determine ways to actively seek interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy;~~

~~4. Interact with a variety of individuals on an adult-to-adult level;~~

~~5. Provide families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children; and~~

~~6. Identify relevant professional organizations and current activities.~~

### AD HOC MEMBERSHIP FORM (Based on Section 17.03 of the Organizational Policies)

**Deaf and Hard of Hearing Ad Hoc Committee November 3, 2010 ESU #6—Milford 12:30 P.M.**

MEMBERSHIP CRITERIA	NOMINEES
17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration	1. Laura Barrett, ESU #13 (D7) (via polycom) <a href="mailto:lbarrett@esu13.org">lbarrett@esu13.org</a> 2. Alison Winkler, Omaha Westside (D8) <a href="mailto:awinkler@westside66.org">awinkler@westside66.org</a> 3. Mike Brummer, ESU 10 (D6)

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	<a href="mailto:mbrummer@esu19.org">mbrummer@esu19.org</a>
1703B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution	1. Malinda Eccarius—UN-L (D1) <a href="mailto:meccarius2@unl.edu">meccarius2@unl.edu</a> 2. <del>Julie Delkamiller</del> —UNO (D8) (possibly via Skype) <a href="mailto:jdelkamiller@unomaha.edu">jdelkamiller@unomaha.edu</a>
1703C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions	1. David Conway—UNO (D8) <a href="mailto:dconway@unomaha.edu">dconway@unomaha.edu</a> 2. Tanya Hilligoss—LPS (D1) <a href="mailto:thillig@lps.org">thillig@lps.org</a>
1703D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration	(This category could be covered by appointees to 17.03A) N/A
1703E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under consideration. At least one of the administrators must represent District Classes 2 or 3	1. Lincoln or Omaha administrators Paula Hopkins—OPS (D2, D 4, & D8) <a href="mailto:paula.hopkins@ops.org">paula.hopkins@ops.org</a> 2. Classes 2 or 3 Frank Hebenstreit—Norfolk (D3) <a href="mailto:fhebenst@npsne.org">fhebenst@npsne.org</a>
17.03F One person representing the general public, e.g. PTA member or a school board member	Pete Seiler—NCDHH (D4--??) <a href="mailto:peter.seiler@nebraska.gov">peter.seiler@nebraska.gov</a>
17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable.	Donna Moss, Hastings Public Schools (D5) <a href="mailto:dmoss@esu9.org">dmoss@esu9.org</a>
17.03H One representative of NDE	Teresa Coonts, NDE & ESU #3 (D2 & 8) <a href="mailto:teresa.coonts@nebraska.gov">teresa.coonts@nebraska.gov</a>
17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements	Rhonda Fleischer, ESU #9 & NDE (D5) <a href="mailto:rfleisch@esu9.org">rfleisch@esu9.org</a>
17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups	

## REDLINE VERSION

Ad Hoc Meeting 11.3.10

Updated with new CEC (2012) Guidelines and Indicators (Draft, 2013) 2.14.13

Draft #3 – 6.20.13

Draft #4 – 7.15.13

# Special Education – Deaf or Hard of Hearing Education ~~/Subject~~ Endorsement Guidelines To Accompany Rule 24 (Adopted by the State Board of Education on \_\_\_\_\_ ~~11/07/03~~)

17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee	Marge Harouff, NDE Contracted Consultant Pat Madsen <a href="mailto:pat.madsen@nebraska.gov">pat.madsen@nebraska.gov</a> Sharon Katt <a href="mailto:sharon.katt@nebraska.gov">sharon.katt@nebraska.gov</a>
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### *Ad Hoc Committee Discussion included:*

- People with DHH Field Endorsements cannot get jobs as there is no SPED reimbursement for this endorsement, so recommended there be a DHH Subject endorsement and a DHH supplemental endorsement that could be added to any Special Education endorsement. The DHH Field endorsement was designed for teachers of deaf children in a school for the deaf—17% of deaf children nationwide attend these schools. 56% of DHH children are in regular classrooms 28 or more hours/week. There are some self-contained classrooms for deaf students, and deaf or hard of hearing students are in general education classes with teachers co-teaching (OPS, Ralston & there may be others.)
- In the future, there will be more co-teaching, much more collaboration. Assessment will be huge. Must include Birth-5 and those who are 18-21 years of age.
- Chances are that 50-60% of new teachers would be itinerant teachers (1163—not responsible for teaching content.) Even initial certified teachers need to have some advanced level skills.
- 25-40% of DHH children have additional disabilities not addressed in programs.
- There are two DHH programs in NE (UN-L & UNO)

*August, 2011—Will wait to see what Special Education(Generalist) endorsement is before going ahead with DHH.*

*NOTE: New CEC Standards (December, 2012) and DHH Specialty Set available February, 2013 (Draft) are now included in the proposed DHH endorsement guidelines.*